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AUTHOR Palmer, Jack L.
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ABSTRACT

A project carried out at the Brashear High School, Pittsburgh, Pennsylvania, field tested the National Career Development Guidelines. These guidelines were developed to provide professionally endorsed clusters of career development competencies and indicators for career program development and evaluation. Surveys conducted to provide information to the Steering and Advisory Committees for the project included (1) an informal consensus of Board of Education members and central staff regarding the need to reorganize the Pupil Services Division; (2) a survey of administrators, staff, and faculty to identify current trends and issues affecting career guidance; (3) a survey of administrators, staff, teachers, students, and parents to determine which of 12 student career development competencies were appropriate for development at the school; and (4) a survey of pupil services staff to determine professional development needs. The Steering Committee identified primary issues faced at the onset of the project: student population; organization; evaluation; and documentation and dissemination. Establishment of the position of Career Development Counselor and acquisition of a computer for information management were recommended. (Appendixes, amounting to over one-half of the report, include letters of endorsement; Pittsburgh Public Schools Pupil Services Model; Planning Guide for Program Review and Implementation Process; survey instruments; and approved budget.) (YLB)

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FINAL REPORT

Career Guidance Standards Field Test

Dr. Jack L. Palmer
Director of the Division of Pupil Services

Pittsburgh Public Schools
Pittsburgh, Pennsylvania

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ABSTRACT

Agency: Pittsburgh Public Schools
Brashear High School
590 Crane Avenue
Pittsburgh, Pennsylvania 15216

Project Title: Career Guidance Standards Field Test

Contract Number: 85-8071

Funding Period: February 1, 1988 - June 30, 1988

Approved Funds: $25,828.00

Project Summary:

Statement of Purpose: The primary purpose of this project is to field test and validate the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee. The Guidelines were developed to address deficiencies and concerns regarding the quality of standards for career guidance programs both locally and nationally. The Guidelines represent an initial nationwide attempt to initiate and nurture uniform standards of excellence in career development at the high school level. The Guidelines provide professionally endorsed clusters of career development competencies and indicators that are intended to be guides for career program development and evaluation.

Objectives Planned: (1) To gain motivation and support for developing standards for a career guidance program in Pittsburgh Public Schools; (2) to develop local student career development competency standards; (3) to assess the level of student achievement against local standards; (4) to review the current career guidance program and set program improvement goals; (5) to conduct a self-assessment of competencies and design professional development plans; and (6) to establish a program evaluation system and periodic review schedule.

Objectives Achieved: Objective (1) has been completed. Support from all levels has been affirmed. Both the Steering and Advisory Committees have been established as well as various subcommittees. Objective (2) is nearly complete. A needs assessment has been conducted and the areas of focus identified. Objective (3) is partially complete, however, the local standards have not yet been endorsed by the Advisory Committee. Curriculum will not be written until July 1988. Objectives (4) and (6) have not been initiated because Objective (3) must be completed first. Objective (5) is partially complete. The self-assessment is complete and areas of need identified. Inservice plans are not complete.

Anticipated Outcomes: It is anticipated that the National Career Development Guidelines will assist Pittsburgh Public Schools in strengthening and developing its career guidance program by providing a framework of standards for review and improvement. The students in Pittsburgh Public Schools will benefit by being exposed to a high quality, dynamic career development program that will ensure that students have acquired competencies in the career development areas of self-knowledge, educational and vocational development, and career exploration and planning needed for life-long career development.

ACKNOWLEDGEMENTS

Career development for the students in Pittsburgh Public Schools has become increasingly important in recent years. Today, because of the proliferation of educational programs and opportunities for both boys and girls, students must make educational choices that will dramatically affect their lives. Further, the importance of having a program of career development has been made patently clear by the recent dramatic change in the economic base of the City of Pittsburgh. This experience has shown that career development is a process that should begin in elementary school and continue throughout life. Career development guidance and counseling has become a life-long necessity because of the individual's need for occupational and career information to obtain job skills and employment, knowledge of retraining alternatives made necessary by changing jobs, and for advancing in their careers.

The redefinitions of the Carl D. Perkins Vocational Education Act of 1984 must be acknowledged for its recognition to the changes in education and the economy, and for the need for career guidance to be an educational program that serves all youth and adults rather than an ancillary support service. Pittsburgh Public Schools also perceived a need for change in the guidance program for student career development in its reorganization of the Pupil Services Division by assigning a career development counselor specialist in each middle and secondary school. The next step was to develop a program and standards to be implemented and monitored by the career development counselors. Fortunately the National Occupational Information Coordinating Committee had developed comprehensive guidelines and standards for quality for career development and programs for kindergarten through adulthood.

Pittsburgh Public Schools would like to thank Dr. Juliette N. Lester, Executive Director, National Occupational Information Coordinating Committee for her leadership in the development of the National Guidelines. We would also like to thank Dr. W. Roy Newsome, Jr. Chairperson, and Dr. Fritz J. Ficthner, Jr. of the Pennsylvania Occupational Information Coordinating Committee for including Pittsburgh Public Schools in the project. Finally, we would also like to thank Dr. John C. Meerbach, Chief Division of Student Services, Pensylvania Department of Education for his counsel and support in implementing the project.

I. Introduction

Pittsburgh has been selected as America's "most livable city" because of such desirable attributes as a corporate headquarters, major symphony orchestra, a medical center, major universities and colleges, a functional desegregated public school system, museums, and an obvious vitality for change. However, it should not be assumed that there are no problems in "River City."

The newly coined term "Rust Belt" is well know to Pittsburghers employed in its closed or closing industrial plants. It is estimated that as a result of the declining industrial base, more than 100,000 have disappeared,, and with it an avenue of employment for the "average" student that chose employment in the mills rather than furthering their education beyond high school. The vision for the future of Pittsbugh is that of a high technology center. A high technology center holds optimistic hope for those who plan to pursue advanced degrees in the sciences and engineering, but it holds little promise for others.

While the Pittsburgh School District has received accolades for its progress and achievement there are many problems yet to be solved that are similar to those found in other urban centers. For example, only three-fourths of the white school students and half the black students read above grade level; only three out of four students graduate from high school, only half the young male population is employed; one out of ten births is to a teenager; and two-thirds of them out of wedlock; the drug and alcohol, out-of-school

suspensions, and suicide problems have not been eradicated. With these and other student problems in mind, the Board of Education made a commitment to address the problems and did establish the following priorities:

1. Improve student achievement, attendance and graduation rates
2. Close the racial achievement gap
3. Improve student discipline
4. Establish student wellness centers
5. Personalize education for students
6. Decrease youth unemployment

It is believed that students who have career plans, and an understanding of how to pursue them, are less likely to acquire some of the problems mentioned previously. The Board of Education, Division of Pupil Services and Brashear High School are committed not only to increasing student employability, but also helping all to become goal oriented (see Attachment A).

Guidance Program

Being aware of the changes in Pittsburgh, and the changes in student needs, the Board of Education directed that a task force be seated and charged with reorganizing the Pupil Services' delivery model to more efficiently and effectively meet student needs. (see Attachment B) The need for a focus on student career development was made emphatic by its authorization to open the position of Career Development Counselor.

John A. Brashear High School

John A Brashear High School is a comprehensive, integrated, urban, four-year high school. It is named for a famous Pittsburgh lens maker, designer, and amature astronomer. It opened its doors for the first time in September 1976.

The opening of Brashear High School was unique in that it combined an all-black, an integrated, and a practically all-white population from closed schools. It opened with a population of over 2,400 students that was 38% black and 62% white. Since 1976, enrollment has decreased to 1,641 students. The ethnic composition has remained essentially the same.

Brashear High School employs a variety of instruments to aid in screening for proper placement and to assist teachers in modifying and adapting their programs to meet the needs of students:

- Otis-Lenon Mental Ability Test (Group)
- WISC or WATS Psychologicl Tests (Individual)
- Basic Skills Assessment, Reading, Math, and Writing
- TELLS
- Standardized Achievement Tests in Selected Subjects
- California Achievement Tests
- Ohio Vocational Interest Inventory (OUIS II)
- Auditions
- Syllabus Driven Exams
- Oral Exams
- Teacher-Made Exams
- Monitoring Achievement Program

Brashear High School cont.:

The minimum requirements for graduation from Brashear High School are as follows:

Subject	Units
English	4
Mathematics	3
Science	3
Social Studies	3
Arts and/or Humanities	2
Health	1
Physical Education	1
Electives	5
	22

Academic, Skill-Centered, Scholars, and Advanced Studies programs contain a range of courses from remedial to advanced placement. Each program varies in purpose and rigor of courses.

The teaching staff consists of 112 certified teachers with degrees from bachelors to doctorates. The administrative staff consists of one principal and four deans organized into two houses.

Prior to the reorganization in 1987-88, the Pupil Services staff consisted of five Counselors, two Social Workers, two Vocational Rehabilitation Counselors, half-time Psychologist, and half-time Job Coordinator. The current Pupil Services staffing consists of one Developmental Advisor, one Intervention Specialist, half-time Departmental Chairperson, and a Career Developmental Counselor, five Academic Counselors, two Vocational Rehabilitation Counselors, and half-time Job Coordinator.

Brashear High School cont.:

Follow-up of graduates indicate that 26% continue their education in 4-year, 2-year, and technical schools, 32% enter employment, and 3% enter the armed services.

School Community

The John A. Brashear High School community is composed of five Pittsburgh neighborhoods. Students are bused to Brashear from Banksville, Beechview, Brookline, Hill District, and Hazelwood. The present combined population from the five neighborhoods is approximately 44,000. The Hill District is 94% black and Brookline is 1% black. As might be expected, cultural interests and background vary from community to community.

Beechwood, Brookline and Banksville are reasonably stable areas with similar median income. Though each neighborhood has experienced some population decline, Hazelwood and Hill District populations are declining more rapidly. The employment status percents range from professional to unskilled and unemployed. Beechview, Brookline and Banksville average income is 102% of city figures, whereas Hazelwood and the Hill District are 93% and 82% of the figure for the city as a whole. The estimated percentage of families within the school population receiving Public Assistance is 19.7%; the lowest figure being Brookline with 6% and the highest, the Hill District, with 47%.

II. Project Objectives and Tasks

After reviewing the National Career Development Guidelines, it was agreed that the objectives and tasks could best be monitored by placing them on plain sheets. The planning guide sheets list the objectives and the tasks to be performed relative to the objectives. Further, the status of the task, what remains to be done regarding the task, the primary person or subcommitte by whom it will be done, and the time line for completing the task **(see Appendix C).**

III. Project Approach and Methodology

A. Scope of the Task

The following is a scope of the tasks to be accomplished and approaches taken, or to be taken, that range from gaining support for the project to establishing a periodic review schedule of the completed project:

- The model guidelines, state regulations, and assessment data were reviewed.
- A discrepancy model will be developed to compare current guidance program learner competencies with those presented in the model curriculum. The resultant discrepancies will be prioritized possibly by using a modified Delphi technique.
- A discrepancy model of the content of the National Guidelines will be developed to determine where procedures or strategies presented differ from usual modes of district operation. Administrative and organizational patterns,

structuring of committees, community relations, and staff expectations will be examined.

- Client experiences will be developed to address student outcomes contained in the model curriculum. In particular, infusion of specific classroom activities and related counselor responsibilites are to be created. These activities and responsibilities will be based on the guidelines analysis and the discrepancy anaylsis of present as opposed to revised student outcomes. Inservice activities will include the development of teaching units, special resource materials, use of community resource persons, small group activities, and field trips.
- Existing teaching and counseling resources will be inventoried and correlated with the curriculum. Areas for which materials insuffient or inappropriate will be identified. Materials in the area of career awareness and career exploration will be acquired for both classroom and career center use. A computerized guidance system will be a part of the career center.
- Specific activities aimed at increasing parent interest and involvement in their career development will be devised and implemented.

An evaluation of the effectiveness in meeting the project's goals and expectations will be implemented with a focus on timeliness, level of effectiveness, and scope of activities related to the model curriculum and the National Guidelines.

Implementation of the project will be documented through case study data and project logs. Other data will include:

- The extent student outcomes fit into the existing curriculum;
- the degree to which specifically developed activities influenced changes in levels of knowledge, acquisition of skills, and attitude change;
- readiness for career planning, and quality of career plans;
- the degree of increase in parent participation in career planning;
- change in student attitudes toward school and work;
- change in self-concept and other such variables, and;
- various factors related to yet to be identified student or program outcomes.

Where appropriate, students, parents, and faculty will be surveyed regarding various aspects of the project and curriculum guidelines. Where longitudinal change is expected, surveys will be administered pre and post. Other evaluation instruments will be selected from available published tests and inventories.

With regard to evaluation of the use of the National Guidelines, staff personnel surveys - pre and post, inservice, and other experimental reaction surveys will be used. Project logs and other similar strategies will be used to determine perceived effectiveness of training, acceptance of new roles and

responsibilities, and effectiveness of implementation processes and procedures.

B. Individuals Involved

Broad support for the project is necessary and expected from the District Board of Education, School Superintendent, local institutions of higher learning, and the State Department of Education. Direct support and assumption of responsibilities are required of the following:

- The project director is the facilitator and coordinator of the district project events, and liaison with the State Guidance Supervisor.
- The high school building principal is responsible for facilitating project activities with building staff. Motivating teachers, sensitive scheduling of project events, and conveying his beliefs in and enthusiasm for, the project goals and objectives is essential.
- The classroom teacher is vital in certain aspects of the career development process. Involvement will be as extensive as possible. Successful involvement of teachers in inservice activities and their application of new knowledge and teaching strategies will, in a large part determine the validity of the National Guidelines approach. Curriculum specialists and building curriculum committees will be utilized.

- The Steering Committee will provide direction and oversight for the project review and improvement process. Specifically, the Committee will determine the goals and objectives, secure administrative commitment, coordinate the program review process, establish program priorities, develop a program improvement action plan, and design an evaluation plan.
- The Advisory Committee will be involved in each of the stages to review information and to broaden the range of suggested recommendations. Parents and community-based organizations' representatives will be included on the Advisory Committee. They will provide valuable input and assist in getting community support.
- The guidance staff and other support staff are vital for the leadership, coordination and articulation they will be expected to bring to the project.

C. Materials Reviewed

- National Occupational Information Coordinating Committee. (1987) The National Career Development Guidelines Improving Guidance and Counseling Programs at the High School Level These Guidelines present a program review and improvement process. Further, a list of a program of student career development competencies is included.

- Office of Career Education, US Department of Education, (1980) Identifying and Compiling Information about Community-Based Organizations' Efforts to Serve In-School Youth: General Guides

  This Resource Document consists of 16 mini-documents that are intended to be suggestions for entering into "community partnerships" in a comprehensive career education effort. This document addresses one of the needs identified by the counselors self-assessment at Brashear High School.

- National Center for Research in Vocational Education, (1979) Assessing Experimental Learning in Career Education

  This Resource is intended to offer suggestions for coping with the various aspects of developing, managing and assessing experimental learing programs. Chapter 6 presents useful information regarding the assessment process.

- National center for Research in Vocational Education, (1979) Career Education Measures: A Compendium of Evaluation Instruments

  This Handbook is designed to provide descriptions of an assortment of measurement instruments for use in assessing career education objectives. This is an excellent resource for selection pre and post assessment instruments.

- National Center for Research in Vocational Education, (1979) A Guide for Improving Locally Developed Career Education Measures

  This Handbook is intended to provide basic information that will facilitate the adaption and improvement of existing career education measurement devices to suit local needs.

- National Center for Research in Vocational Education, (1979) Using Systematic Observation Techniques in Evaluating Career Education

  This Handbook is designed to provide practical guidelines for data collection methods that can provide a biopsy of feelings, perceptions, and reactions of participants in experimental projects. Useful as a checklist of suggestions for tasks to be performed.

- Pennsylvania Department of Education, (1977) Guidance Services In Pennsylvania

  This Document presents the viewpoint of the Division of Pupil Personnel Services regarding the services of a guidance program, issues in guidance, and the procedure for defining the counselor's role in the guidance program.

- Commonwealth of Pennsylvania, Department of Labor and Industry, Office of Employment Security, (1987) Statewide and Major Labor Market Areas Industry Trends and Outlook

  This Report presents both current and projected information on detailed industry employment in Pennsylvania and its major labor market areas.

- Commonwealth of Pennsylvania, Department of Labor and Industry, Office of Employment Security, (1987) Labor Market Trends Through the Year 2000
- Pennsylvania Department of Education, (1980) Career Education and Career Guidelines: Perspectives on Relationships and Implementation

  This Document presents the proceedings of the Third Annual Pennsylvania Summer Institute of Guidance Leadership. It includes the major presentations given and recommendations for action which emerged from small group sessions.

D. Use of Surveys

The implementation of the National Guidelines cannot be accomplished without local information. Steering and Advisory Committees, in particular, need to have a vehicle for assessing and gathering local information that addresses specific issues and assists in decision-making. Surveys are effective vehicles for accomplishing certain information gathering tasks efficiently. Brashear High School has employed several surveys to date, and others are planned.

The first survey utilized was an informal consensus by the members of the Board of Education and central staff. All agreed that there was a need to reorganize the Pupil Services Divison to meet the needs of all students because of the variations in the implementation of the current program. The result was the formation of a special task force to reorganize

the Pupil Services Division. One of the outcomes of the reorganization was the institution of a Career Development Counselor. This is a new position with a specialized role.

Following the initial assessment, a survey was used to motivate and gain support by identifying current trends and issues affecting career guidance. Members of central administration, building administration, support staff, counseling staff, and faculty were surveyed. As was noted in the preface, the changing population and changing workplace were recognized as very important issues in Pittsburgh.

The next survey distributed was to determine which of the twelve student career development competencies were appropriate for development at Brashear High School (see Appendix C) and to reach consensus as to which competencies should be developed. The survey was distributed to building administrators, Pupil Services staff, teachers, students, and parents. The results indicate that the following competencies should be developed:

Competency I: Understanding or the influence of a positive self concept on career development.

Competency VI: Skills for locating, evaluating and interpreting information about career opportunities.

Competency XI: Understanding of the continuous changes of male/female roles and how this relates to career decisions.

The Pupil Services staff at Brashear High School and the District-Wide Pupil Services Cabinet were surveyed (see **Attachment D**) in order to determine their current professional development needs. They were asked to individually select their five most important needs so that both individual and group professional development plans could be developed. The following list of needs are in order of identified priority within each category:

Item 24: Knowlege of and the ability to use computer-based career information delivery systems to store, retrieve and disseminate career and occupational information.

Item 29: Knowledge of assessment techniques and measures of aptitudes, achievement, interest, and values.

Item 40: Ability to identify/develop and use recordkeeping methods to account for the delivery of required career guidance experiences and for the extent to which each student received the required experiences (including those delivered by teachers, parents, and community-based personnel).

Item 52: Ability to assist teachers and staff in developing an articulated high school career development curriculum.

Item 69: Ability to identify community resources and establish linkages to assist students with special needs.

E. Issues and Options Considered

One of the first tasks for the Brashear High School Steering Committee was to identify the primary issues where agreement of options had to be resolved in order to proceed with the project. The Steering Committee did meet for this purpose, it did identify the crucial issues faced at the onset of the project. The issues fell into five major areas: Student Population; Organization; Evaluation; and Documentation and Dissemination. The issues identified under each of the four major areas are as follows:

Student Population - What grade level or levels of students? What program areas should be included? Should one or all subject areas be involved? What competencies will be taught and who will teach them, teacher or counselor? What will the needs assessments look like for students, teachers, and counselors? What curricular approach will be used, integrated or infused, pull-out, or a combination of both?

Organization - Who will serve on the Steering Committee? What roles must be assigned? How many members will it have? What will be the composition of the membership? How frequently will it meet? What subcommittees will be needed? How will the budget be accessed? How will funds be allocated?

Evaluation - What parts of the project should be evaluated? What information is inportant to gather? What instruments will be used to gather information? How will the evaluative

information be managed, and by whom? How will the evaluative data be used?

Inservice - Who will need to be inserviced? What areas and topics need to be addressed? Where will the sessions occur, in school, off campus in community organizations, or in universities? Will the inservices occur after school is dismissed, during summer, on Saturday, or on holidays? What is the most appropriate inservice method, lecture, observations, task groups, etc.?

Documentation - What reports are required by the project? What reports will be used to disseminate information to the Board of Education, other audiences such as within the high school or other high schools in the system, feeder schools, community institutions, and community organizations? How will the reports and other information be formulated and who will do it? What is the time line for both internal and external reports?

F. Meetings Held

The initial involvement of Pittsburgh Public Schools with the project began with a letter of inquiry from Dr. Jack L. Palmer to Ms. Mary E. McCormac in September 1987 requesting information about the project. Apparently this request was forwarded to the Pennsylvania Occupational Information Coordinating Committee. Subsequently, Dr. John C. Meerbach forwarded the requested information and contacted Dr. Palmer to arrange a meeting regarding Pittsburgh Public Schools'

involvement in the project. On November 5, 1987, Dr. Meerbach came to Pittsburgh and the first meeting regarding the project was held with Dr. Palmer, Director of Pupil Services, Mr. Robert Nicklos, Principal of Brashear High School, and Mr. Walter Weaver, Pupil Services Department Chairperson at Brashear High School.

The following is a list of subsequent meetings that were held, issues addressed, and problems resolved:

Steering Committee Meeting, January 7, 1988:

- Issues and Concerns:
  1. Expansion of Steering Committee.
  2. Attendance arrangements at Harrisburg Workshop.
- Resolution:
  1. The Steering Committee would be expanded to include: Counselors Mrs. Anita Burley and Ms. Theresa Romano; Vocational Program Specialist Mr. Brent Johnson; and Dr. Fred Monaco, Director Skill-Centered Programs.
  2. All the Steering Committee members would attend the Harrisburg Workshop.

Pennsylvania Occupational Information Coordinating Committee Workshop, Harrisburg, PA., February 3-5, 1988

- Issues and Concerns:
  1. Orientation to the NOICC Project and developmental guidelines

- Resolution:

  1. See workshop agenda (Appendix D).
  2. Further expansion of the Steering Committee.
  3. Advisory Committee selected.

Steering Committee Meeting, February 18, 1988

- Issues and Concerns:

  1. What student population will be involved?
  2. What will our organization look like?
  3. What evaluations must be done?
  4. What inservice will be needed?
  5. How will the project be documented and disseminated?

- Tentative Resolutions:

  1. Ninth grade social studies and tenth grade world cultures students in addition to Project Success students will be involved.
  2. The organization will consist of a Steering Committee; Advisory Committee; and Subcommittees for Assessment and Evaluation, Curriculum, Public Relations, Inservice, and Documentation.
  3. Certain Brashear High School teachers will attend a curriculum development inservice session in July 1988. Other inservice needs will be identified by the counselor self-assessment survey.

4. The progress of the project will be documented by the Documentation Subcommittee. The project will be replicated in other Pittsburgh Public High Schools.

Limited Steering Committee Meeting, February 26, 1988

- Issues and Concerns:
  1. Who will develop the student competencies survey?
  2. Will curriculum involve "pull-out" or infusion?
  3. Agenda for next full Steering Committee Meeting.
- Resolution:
  1. Mr. Robert Conrad and the Assessment and Evaluation Subcommittee will develop competencies survey.
  2. The curriculum will involve both "pull-out" and infusion approaches.
  3. Orientation and implementation to be on agenda.

Full Steering Committee Meeting, March 1, 1988

- Issues and Concerns:
  1. Background and development of project
  2. Orientation to the project goals and time lines
  3. Strategies for implementation
  4. Appoint chairman
  5. Assign subcommittee chairpersons

Items 1-5 were resolved

Limited Steering Committee Meeting, March 24, 1988

- Issues and Concerns:
  1. Orientation of building administration

- Resolutions:

  1. Principal informed of plans formulated 2/18, 2/26.
  2. Discussed prossible workshop configurations for developing curriculum.
  3. Finalized members of full steering committee. Developed agenda for April 21.

Full Steering Committee Meeting, April 21, 1988

- Issues and Concerns:

  1. Define sampling population
  2. Review format of the survey
  3. Collection and anaylsis of data

- Resolutions:

  1. Population sample will consist of 55 teachers, 5 building administrators, 8 pupil services staff, 3 parents, and 10 student leaders.
  2. Format was accepted.
  3. Survey results will be scanned and input into the computer for analysis.

Career Guidance Standards Advisory Council, Harrisburg, PA., May 16, 1988

- Issues and Concerns:

  1. Council mission and responsibilities
  2. Review of the field test proposal
  3. Update of projects at Waynesboro and Pittsburgh
  4. Student outcomes

- Resolutions:

1-4. See Career Guidance Standards Advisory Council Agenda Attachment E

Division of Pupil Services Cabinet Meeting, May 27, 1988

- Issues and Concerns:
  1. Professional Development
  2. Student Career Plan
- Resolutions:
  1. The "Self-Assessment of Counselor Professional Development Needs Survey was distributed to all members of the Cabinet to be returned by mail.
  2. The concept of a career plan was presented along with the sample provided in the Developmental Guidelines (see Appendix F).

Documentation Subcommittee Meeting, June 1, 1988

- Issues and Concerns:
  1. Project report for June 1988
- Resolutions:
  1. Draft copy of report reviewed

G. Validation Efforts

To date, an effort has been made to gain and validate the motivation for improvement of the career development program in Pittsburgh Public Schools. Their intense examination of pupil services has shown the need for an itensified program of student career development. An effort has been made to identify and validate the most prominent student needs with

regard to career development. Further, an effort has been made to determine the self-perceived need for information and skill-building of career development counselors.

IV. Financial Summary

A. Approved Budget

Because of Pittsburgh Public Schools' late entry into the project, the total project budget of $25,828.00 was approved only for a portion of the fiscal year. the funding period during which obligations could be incurred was from February 1, 1988 to June 30, 1988. There was a delay in the availability of funds while the budget received from the Department of Education was translated into a form in which expenditures could be made and accounted for in Pittsburgh Public Schools (see Appendix I).

B. Actual Expenditures:

Description	Budgeted	Expended	Remainder
Comp-Add. Work	3,000.00	-	3,000.00
WKSP-Com Wk-Cur-Insv.	1,800.00	1,722.00	78.00
Comp, Additional Work	2,150.00	370.92	1,779.00
Social Security Cont.	522.00	157.18	365.00
Retirement Contr.	670.00	99.83	570.00
Unemployment Comp.	28.00	10.46	18.00
Workmen Comp.	48.00	16.75	31.86
Communications	310.00	-	310.00
Printing and Binding	250.00	-	250.00
Travel	11,166.00	1,174.45	9,990.00
General Supplies	1,245.00	-	1,245.00
Books & Periodicals	2,139.00	-	2,139.00
Equipment-Original & Add	2,500.00	1,860.55	639.00
		5,412.14	20,415.86

The need for funds will accelerate beginning in July 1988. Funds will be needed for travel to Charleston, South Carolina, teacher inservice, and books and supplies to implement the curriculum and career center. It is understood that the residue of funds not expended by June 30, 1988 will be carried over into a new budget to begin July 1, 1988 and end July 30, 1989.

V. Project Summary

A. Intent of Project

The intent of this project is to field test and validate the National Career Development Guidelines at Brashear High School. The Guidelines were developed by the National Occupational Information Coordinating Committee to address deficiencies and concerns regarding the quality of standards for career guidance programs both locally and nationally. The Guidelines represent an initial nationwide attempt to initiate and nurture uniform standards of excellence in career development at the high school level. The Guidelines provide professional developed clusters of competencies and indicators that are intended to be a guide for career program development and evaluation.

It is intended that the first year of the field test at Brashear High School will focus primarily on the analysis of the career development/career guidance curriculum and program

activities in place at the school. Major activities include gaining motivation and support for the project, review and analysis of the draft curriculum, comparison of the existing curriculum at the high school with the draft curriculum, defining staff roles and responsibilities, and inservice of staff for second-year activities.

B. Background

Pittsburgh Public Schools demonstrated an awareness of discrepancies in its guidance and counseling program in 1983 by determining that the Division of Pupil Services be reorganized to more nearly meet student needs. Certain student populations were being underserved, or not served, for a variety of reasons. Further, there was an uneven quality of services being provided. The Board of Education directed that a Pupil Services Reorganization Task Force be seated and charged. One of the recommendations of the Task Force was that the position of Career Development Counselor be opened in each school. Role guides and responsibilities were developed, however, an updated student career development program was missing. Upon learning that the National Occupational Information Coordinating Committee was developing such a program project, Pittsburgh Public Schools requested, and was granted involvement in the project.

C. Problems Encountered

The problems encountered to date involve managing information, time, and program approach. The project initially involved ingesting a large amount of information just in reviewing the Guidelines. It requires futher reading and processing to implement the Guidelines.

Time has been, and continues to be a major problem. Late entry into the project has caused the implementation staff to be involved in the crucial early stages of the project when student scheduling in a large high school is at its peak. This situation not only makes it difficult to meet and plan, but also consumes energies that could be directed to creatively develop the project. Further, four months has not been sufficient time to accomplish those tasks that should provide a broader information base for the curriculum development in July.

There has been, and continues to be a debate within the Steering Committee regarding the program approach. To date, a firm decision has not been reached as to whether the program will entirely or partially pullout, integrated or infused, or a combination of approaches. It appears that consensus will dictate the latter.

D. Recommendations:

Since the acquisition of a computer is part of this project, it is recommended that the computer be acquired and

programmed at the onset of the project. Information then could not only be managed more efficiently, but also the progress of the project could be sequentially presented and monitored. An improved version of the system of objectives and related tasks shown in the report might be used.

Some program funding normally begins on July 1st, the project should be started after the close of school and prior to making preparations to open school in September. The progress and quality of the project would be enhanced if application could immediately follow the orientation and review of the Guidelines. Starting the project later places the tasks to be completed in conflict with the normal tasks of managing a school.

No recommendation can be offered at this time regarding program approach. The Guidelines offer no direction, therefore, it is only after the various approaches have been implemented and analyzed that a recommendation can be made.

E. Products Produced

The Planning Guide for Program Review and Implementation Process Form (see Appendix C) has proved to be helpful in monitoring the developmental process. The Career Guidance Improvement Survey (see Appendix D) was developed to enable the data to be electronically scanned for computer input. This July, curriculum will be developed.

F. Utilization of Results

The results of both formal and informal surveys indicate that there is broad support for the project. The surveys show that there are many concerns and deficiencies. There is no outcomes based-career development program in Pittsburgh at this time. Counselor self-assessment has indicated where there is need to improve their information and skills. Inservice sessions will be planned to address those needs. The Career Guidance Improvement Survey has focused attention on perceived student needs. Curriculum will be written this summer that will be driven by the identified needs. The literature reviewed has proven valuable particularly with regard to the needs assessment. Further, the results will be used to not only maintain the level of motivation and support, but also to further expand it. Ultimately, the results will be used to expand the career development programs at the elementary and middle school level as well as in all high schools in Pittsburgh Public Schools.

G. Dissemination of Information

Because the project is still in its infancy, and except for this report, dissemination has been basically inhouse. However, beyond this report the following dissemination efforts are planned:

1. An update of this comprehensive technical final report will be made at the end of the project. It will include a

comprehensive description of the validation process, an evaluation of fundings, and concluding interpretations and recommendations.

2. An executive summary will be developed for audiences with little time to read the entire report and are interested more in the results than the methodology.
3. This report will be forwarded to our Public Relations Division for conversion to a more newsy and easily readable format and dissemination to a variety of audiences and news media.
4. Oral presentations have been made to the Board of Education and the University of Pittsburgh Tri-State Study Council. When the project develops more maturity, a slide presentation will be most useful for future presentations.

H. Positive Outcomes

At this point in the project, the most positive outcome of the project is the discovery that the importance of student career development is shared by a much larger audience than previously assumed. The importance in helping students become goal oriented in an era of economic and technological change cannot be overestimated, particularly for the at-risk student.

APPENDIX A

THE BOARD OF PUBLIC EDUCATION

PITTSBURGH, PA. 15213

ADMINISTRATION BUILDING
BELLEFIELD AND FORBES AVENUES

August 17, 1987

Ms. Mary Elizabeth McCormac
Career Guidelines Project Office
National Occupational Information
Coordinating Committee
2100 M Street, N.W.
Washington, D.C. 20037

Dear Ms. McCormac:

I have just received an announcement regarding your project involving the field testing of guidelines and a handbook for career counseling that you are developing. I am interested in any additional information that you can send me regarding the project.

Pittsburgh Public Schools has reorganized its Pupil Services Division, including the job descriptions of its personnel. The reorganization recognizes and addresses the increasing importance of career development by the inclusion of a separate and distinct position of career program counselor. It appears that what you are doing is in concert with the direction we are taking in Pittsburgh.

Again, I will appreciate any information you can send me.

Sincerely,

Jack L. Palmer, Director
Division of Pupil Services
Office of School Management

JLP/js

PITTSBURGH PUBLIC SCHOOLS

RICHARD C. WALLACE, JR., SUPERINTENDENT

PITTSBURGH, PA. 15213

ADMINISTRATION BUILDING
BELLEFIELD AVENUE AT FORBES AVENUE

October 21, 1987

Dr. John C. Meerbach, Chief
Division of Student Services
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126

Dear Dr. Meerbach:

This letter is confirmation of the Pittsburgh Public School District's commitment to the Pennsylvania Occupational Information Coordinating Committee to participate in the demonstration model using the "National Guidelines for Standards: Career Development, Guidance and Counseling" developed by the National Occupational Information Coordinating Committee.

It is my understanding that the Pittsburgh Public School District's participation in the project will follow the guidelines and procedures outlined in the proposal submitted to the National Occupational Information Coordinating Committee by Mr. W. Roy Newsome, Jr. on September 13, 1987.

Since the invitation to participate in the project was just recently received by the District, there has not been sufficient time to present the Project to the Board of Education in the usual manner. While it is the District's intent to participate, it must be understood that this letter of intent will only be valid upon affirmative Board of Education action.

Should you need clarification or additional information, please contact Dr. Helen S. Faison, Deputy Superintendent.

Sincerely.

Richard C. Wallace, Jr.
Superintendent of Schools

/js

cc: Dr. Helen S. Faison

PITTSBURGH PUBLIC SCHOOLS

RICHARD C. WALLACE, JR., SUPERINTENDENT

PITTSBURGH, PA. 15213

ADMINISTRATION BUILDING
BELLEFIELD AVENUE AT FORBES AVENUE

October 2, 1987

Dr. John C. Meerbach, Chief
Division of Student Services
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126

Dear Dr. Meerbach:

This letter is confirmation of the Pittsburgh Public School District's commitment to the Pennsylvania Occupational Information Coordinating Committee to participate in the demonstration model using the "National Guidelines for Standards: Career Development, Guidance and Counseling" developed by the National Occupational Information Coordinating Committee.

It is my understanding that the Pittsburgh Public School District's participation in the project will follow the guidelines and procedures outlined in the proposal submitted to the National Occupational Information Coordinating Committee by Mr. W. Roy Newsome, Jr. on September 13, 1987.

Since the invitation to participate in the project was just recently received by the District, there has not been sufficient time to present the Project to the Board of Education in the usual manner. While it is the District's intent to participate, it must be understood that this letter of intent will only be valid upon affirmative Board of Education action.

Should you need clarification or additional information, please contact Dr. Helen S. Faison, Deputy Superintendent.

Sincerely.

Richard C. Wallace, Jr.
Superintendent of Schools

/js

cc: Dr. Helen S. Faison

We are an Equal Rights and Opportunity School District

P I T T S B U R G H P U B L I C S C H O O L S

DIVISION OF PUPIL SERVICES

341 SOUTH BELLEFIELD AVENUE
PITTSBURGH, PENNSYLVANIA 15213
TELEPHONE: 622-3700 (AREA CODE 412)

JACK L. PALMER
DIRECTOR

GEORGE I. PALAFOUTAS
ASSOCIATE DIRECTOR

October 14, 1987

Mr. Fritz Fichtner
Executive Director
Pennsylvania Occupational
Information Coordinating Committee
Fifth Floor, Finance Building
Harrisburg, Pennsylvania 17120

Dear Mr. Fichtner:

I am pleased at the propect of Pittsburgh Public Schools receiving a grant from N.O.I.C.C. through your efforts in P.O.I.C.C. to pilot a comprehensive career guidance curriculum at Brashear High School. I have carefully reviewed all information that you have forwarded to Pittsburgh through Mr. John Meerbach and find that the project not only compliments Pittsburgh's newly developing career development efforts but also that we have the staff, resources, and commitment to successfully implement the project.

Brashear High School's principal and career development counselor whose names appear below, have reviewed the project materials and are committed to its implementation should Pittsburgh Public Schools be selected as a grant recipient.

Sincerely,

Jack L. Palmer, Ph.D.
Director, Division of Pupil Services

Robert Nicklos, Principal
Brashear High School

Walter Weaver
Career Development Counselor
Brashear High School

/db

WE ARE AN EQUAL RIGHTS AND OPPORTUNITY SCHOOL DISTRICT

ATTACHMENT B

Pittsburgh Public School

Pupil Services Model

Executive Summary

A. Rationale for Reorganization

1. Certain student populations were either underserved or not served as a result of staffing patterns.
2. The lack of clear-cut role definitions and delineation of responsibilities result in confusion to the student and duplication of effort by the service providers.
3. The existing Pupil Services organization did not provide for adequate supervision of Pupil Services staff.
4. As a result of an inadequate supervisory mechanism, consistent and constructive evaluation procedures were limited.
5. There was limited internal coordination among Pupil Services providers within school buildings.
6. Coordination between Pupil Services providers and external social service agencies was extremely limited and often resulted in duplication of effort or providers working at cross-purposes.
7. Parental home follow-up and external agency contacts and the general nature of Pupil Services offered within the district could be more efficiently provided through a variation in schedules of Pupil Services personnel.

8. There was no formalized mechanism for providing Pupil Services staff with inservice training and staff development, which resulted in a variance in the quality and consistency of service delivery from location to location.

9. Generic guidance counselors and social workers were providing uneven service because of their preference for either academic or adjustive counseling.

B. The Task Force and Subcommittees:

1. **Subcommittee on Student Service Type and Delivery**, which was to establish the range of services to be provided to District students and identify which District employees should have the primary responsibility for delivering those services.

2. **Subcommittee on Increasing Efficiency of Service Delivery**, which was to identify various modifications that would reduce clerical duties performed by professional staff, as well as formulate recommendations for a revised Pupil Services organizational structure at the District and school level.

3. **Subcommittee on Staffing - Role, Interface, and Staffing Patterns,** which was to clarify the individual roles and responsibilities of Pupil Services staff at the District and building level. Additionally, this Subcommittee was to identify appropriate Pupil Services staffing patterns at the school level and design a mechanism for interfacing and coordinating the efforts of school level service providers.

4. **Subcommittee on Targeted Student Needs and Behaviors,** which was to identify the range of student needs and behavior situations, identify those individuals who should have primary responsibility in dealing with each need, and finally, to suggest a mechanism for each school to analyze its current and desirable role responsibilities as they relate to targeted needs.

5. **Subcommittee on External Resources,** which was to determine the appropriate role of Student Services staff in relation to external agencies and resources, and to suggest a mechanism for interface with such agencies and resources.

6. **Subcommittee on Documentation,** which was to receive, compile and synthesize the observations and recommendations of the other subcommittees.

C. Review of the General Responsibilities of Staff:

Counselors: The primary purpose of Guidance and Counseling in the Pittsburgh Public Schools is to provide services in the following areas: 1) Personal development, 2) Educational development, 3) Career development, and 4) Relationships in family and community. The range of services includes course and career planning, goal setting, self-concept development, and social interaction skills.

Social Workers: The major responsibilities of the Social Worker include enforcing Compulsory Attendance statutes, serving as a contact resource for parents (including home visitation), providing remediation and prevention services (either through school or external agency resources), and providing direct service to students with social or emotional problems.

Social Work Case Aides: The primary responsibility of the Social Work Case Aide is to provide assistance to the Social Worker, and provide home contact services.

Nurses: The primary responsibility of the Nurse is to provide health appraisal, health counseling, communicable disease prevention/control, environmental quality monitoring, and medical emergency management services.

Health Aides: The primary responsibility of the Health Aide is to provide support to the Nurses and Health Services Division.

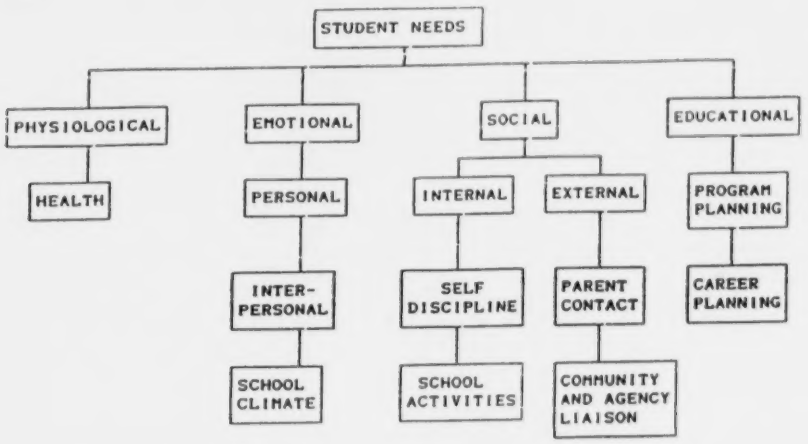
The staffing structure of Pupil Services at the school level had staff providing a variety of services to students; i.e., adjustment counseling, career planning, course selection, college application, etc. This practice allowed for significant variations in the

quantity and quality of services provided to students in that each individual had certain skills and preferences in terms of the services provided, and as such, did expend greater amounts of time on those areas that were of most interest to themselves to the detriment of areas not so interesting to them. Clearly the generic individual model was not meeting the needs of students in that they were getting the most service in those areas where individuals felt most skilled or interested.

D. Reorganized Pupil Services Model

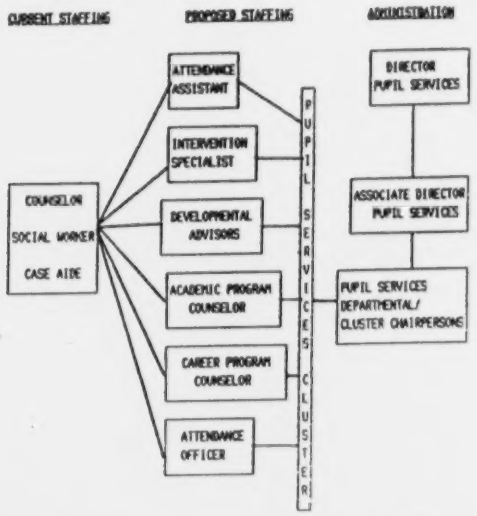
The Pittsburgh School District's reorganized Pupil Services Model is philosophically based on the premise that man is good. Logically then, given a choice, man has the will to, and indeed will make good choices. Further, if given information, assistance in meeting needs and shown alternatives, man should make good choices in those that affect him personally. This view is also attributed to students.

The following graph illustrates the areas of student needs that the reorganized model addresses:



Attachment B-1 is a further breakout of identified student educational needs. In order to more fully meet the above student needs, the individual generic Pupil Services positions were eliminated. This action resulted in a pool of pupil services available to fill the redefined positions that were more student need specific.

The following diagram illustrates the transition of Pupil Services from and individual generic model to a cluster or team model:



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Attachment B-2 contains the job descriptions of each of the redefined pupil services positions.

Central to the effectiveness of the new Pupil Services Model is the Pupil Services Cabinet in each secondary school. This Cabinet provides the full range of pupil services under the direction of a Department Chairperson, who is responsible for coordinating and monitoring all services. Additionally, the Department Chairperson is responsible for the coordination of student information as it flows from middle schools to secondary schools. The Cabinet is monitored by and accountable to the principal of the building for all school-level Pupil Services activities.

The introduction of the Elementary/Middle School Cluster provides for the delivery of the full range of pupil services not only in a given middle school but also in all of the "feeder" elementary schools. The Cluster Chairperson performs a role similar to the Secondary School Deparment Chairperson in terms of monitoring and coordinating the middle school service, and is also responsible for providing similar services in each of the "feeder" elementary schools. The Cluster Chairperson also has primary responsibility for providing relevant information on incoming students to appropriate secondary Departmental Chairpersons. School-level services are monitored and evaluated by the building principal.

There are many aspects of this model that are unique; however, it is noteworthy that career development receives status equal to other student needs. The position of Career Program Counselor is newly adopted and is developing. As stated previously, students who are goal-oriented; i.e., career oriented have fewer of the problems associated with students who are at risk of not completing their secondary school education.

ATTACHMENT B-1

Breakout of Student Educational Needs

EDUCATIONAL NEEDS

A. Values

1. Honesty
2. Cooperation
3. Friendship
4. Perserverance
5. Authority Classification
6. Self-Determination
7. Pride in Work
8. Necessity of School

B. Learning Skills

1. Listening Skills
2. Study Skills
3. Notetaking
4. Comprehension Skills
5. Ability to evaluate information in order to make judgments
6. Decision-making skills
7. Time organization
8. Organization of materials
9. Making choices
10. Preparing for tests
11. Identifying problems
12. Learning which resources are available

13. Read
14. Spell
15. Calculate
16. Thinking
17. Retention

C. **Positive Student-Staff Relationship**

1. Cooperation
2. Trust
3. Comfortable feeling in class
4. Knowledge of resource people and their function
5. Understanding individual strengths/weaknesses

D **Career Awareness**

1. Awareness of occupational classifications
2. Understanding of skills needed for various occupations
3. Job opportunities
4. Information on various occupations
5. Job application techniques for all youth

E. **Access to Information**

1. Self
2. Test scores
3. Class rank
4. Career opportunities
5. College and post-high school admissions and financial aid

F. **Concise, competitive transcripts that support each youth's desire to further his/her education/career**

1. Transcripts reflect all pertinent data with the premise that more, not less information is important especially class rank in the senior year and overall test data, attendance, tardiness, etc.
2. Transcripts are reviewed before sending and formally critiqued, especially when inconsistent information appears.
3. The youth were provided with experience in presenting themselves in narrative format for college admission or jobs.
4. Where possible support staff stay with the same youth - 9-12.

G. **Expression (speak, write, and be creative)**

1. Speaking and presentation of skills
2. Writes to the point and uses proper support data
3. Exposure to all categories of artistic expression

H. **Success/Accomplishments**

1. Complete given tasks
2. Good grades and other progression
3. Skill improvement over previous years
4. Goal orientation

I. **Equipment/Materials**

1. Proper use of equipment, materials, and resources
2. Appropriate to subject and grade
3. Sufficient supplies and materials

J. Extra Curricular Activities

1. Group affiliation through sports, educational games, clubs, and school/community improvement
2. Self-expression through same

K. Consistency

1. Attendance and tardiness expectations
2. Behavioral expectations
3. Class and homework expectations

L. Proper Placement

1. Reading and math level identification
2. By groups and programs

M. Realistic Goals

1. Understanding personal skills, strengths, and weaknesses
2. Knowledge of requirements of courses, jobs, and profession

N. Staff

1.* Trained in both subject/content and human growth/development
2.* Appropriate numbers of personnel
   - Administrators
   - Counselors
   - Teachers/Aides
   - Social Workers/Case Aides
   - Psychologists/Psychiatrists
   - Nurses

* To be determined by the Office of School Management and other central staff

- Liaison Personnel-Vocational Coordinators/Field Service Aides and Exceptional Children Support Staff
- Supervisors
- Department Chairpersons
- Itinerants - Speech, Vision, Hearing
- Security
- Maintenance

3* Time for all to perform roles and properly complete tasks

O. Facilities

1. Building, classroom, and equipment are suitable for age and grade level
2. Proper environmental factors (heat, lighting, ventilation, electrical outlets)
3. Install auxiliary facilities (library, gym, pool, auditorium/-multi-purpose, cafeteria, field)
4. Maintenance (cleanliness, care, repair)
5. Safety (building and grounds, including alarms, and communication)

P. Evaluation

1. Testing and examination (non-subject)
2. Testing and examination (subject)
3. Follow-up (general)

* To be determined by the Office of School Management and other central staff

4. Follow-up (employment and training)

Q. Support

1. Parents responsibilities
2. Community-social, education support service, churches, leaders, professional, law, and safety)

R. Program

1. Continuity and articulation (K-5, 6-8, 9-12)
2. Organization
3. Objectives
4. Designed at correct level of difficulty
5. Curriculum and course of study
6. Ability levels (contest area subjects)
7. Grade levels

OTHER NEEDS

A. Transportation

1. Safety
2. Quality
3. Availability

B. Legal

1. Representation

ATTACHMENT B-2

TITLE: PUPIL SERVICES DEPARTMENT CHAIRPERSON

JOB GOAL: To be responsible for the coordination and monitoring of all school-based pupil services. Additionally, to coordinate the flow of student information internally as well as externally.

PERFORMANCE RESPONSIBILITY:

1. Coordinate flow of information from middle schools to secondary or special schools.
2. Chair and coordinate regularly scheduled school staffings.
3. Maintain ongoing contact with the area Attendance Officer.
4. Monitor school-based Pupil Services staff's implementation of Division reorganization.
5. Coordinate building Pupil Services goals with District goals through the Director, Division of Pupil Services.
6. Prepare monthly compilation of Pupil Services Activitiy Record.
7. Convenes weekly Pupil Services department meetings.
8. Perform additional Pupil Services responsibilities as assigned.

TITLE: PUPIL SERVICES CLUSTER CHAIRPERSON

JOB GOAL: To be responsible for the coordination and monitoring of all cluster pupil services. Additionally, to coordinate the flow of student information internally as well as externally.

PERFORMANCE RESPONSIBILITY:

1. Coordinate the flow of information from elementary to middle schools and middle schools to secondary schools.
2. Chair and coordinate regularly scheduled staffings.
3. Maintain ongoing contact with the area Attendance Officer.
4. Monitor cluster-based Pupil Services staff's implementation of the Pupil Services reorganization.
5. Coordinate cluster Pupil Services goals with District goals through the Director, Division of Pupil Services.
6. Prepare monthly compilation of Pupil Services Activity Record.
7. Convenes weekly Pupil Services department meetings.
8. Perform additional Pupil Services responsibilities as assigned.

TITLE: **Academic Program Counselor**

JOB GOAL: To provide assistance and direction to students by supporting them in making educational, occupational, and life goals/plans, and design a sequential academic program to accomplish these goals/plans.

CERTIFICATION/QUALIFICATIONS: **(on file in Division of Personnel)**
PERFORMANCE RESPONSIBILITIES:

1. Aids students in course and subject selection.
2. Assists students in evaluating their aptitudes and abilities through the administration and the interpretation of individual standardized test scores and other pertinent data, and works with students in evolving education and occupation plans in terms of such evaluation.
3. Works to discover and develop special abilities of students.
4. Works to resolve students' educational problems/deficiencies.
5. Supervises the preparation and processing of college, scholarship, and employment applications.
6. Makes recommendations to colleges for admissions and scholarships.
7. Provides student information to colleges and potential employers according to provisions of the Board's policy on student records.
8. Confers with parents whenever necessary.
9. Devises special curriculum and methods of motivating and developing the potential of the student from disadvantaged situations.
10. Organizes and interprets appropriate tests and other evaluation instruments.
11. Administers BSA and PSAT Tests.
12. Performs additional pupil service responsibilities as assigned.

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TITLE: **Attendance Officer**

JOB GOAL: To assure that no student enrolled in the school gains less than full advantage from his educational opportunities as a result of attendance problems. Additionally, the Attendance Officer is responsible for maintaining and providing relevant student information in any legal proceedings.

CERTIFICATION/QUALIFICATIONS: **(on file in Division of Personnel)**

PERFORMANCE RESPONSIBILITIES:

1. Maintains a professional awareness of regulations regarding child welfare and attendance by having a working knowledge of state law, Board policy, and administrative regulations.

2. Confers regularly with Pupil Services Division, Department Chairperson, and/or Cluster Chairperson.

3. Initiates attendance related petitions to juvenile intake and prepares cases for formal hearings.

4. Attends magistrate court or juvenile court when cases are presented, using the services of the school attorney when appropriate.

5. Serves as liaison between family court or juvenile court and the school system in cases where students have been delinquent.

6. Processes all records for students returning from schools of correction, juvenile detention centers, and other related agencies; e.g., Children and Youth Services (CYS).

7. Oversees the activities of the Attendance Assistant and provides training and support as needed.

8. Coordinates efforts to improve attendance by working with appropriate Pupil Services and school staff.

9. Coordinates information to Cluster Chairperson/Department Chairperson.

10. Monitors attendance at elementary schools in consultation with the Elementary Developmental Advisors.

11. Performs additional pupil services responsibilities as assigned.

TITLE: **Intervention Specialist**

JOB GOAL: To work intensively on a one-to-one or group basis with those students who have been unable to function effectively in school programs, and to deal immediately with individual student problems of a crisis nature in a constructive, supportive, non-judgmental manner.

CERTIFICATION/QUALIFICATIONS: **(on file in Division of Personnel)**

PERFORMANCE RESPONSIBILITIES:

1. Maintains and continually updates a directory of referral services to be utilized in crisis situations affecting student, such as suicide threats, alcohol- or drug-induced abuse, and the like.

2. Shares responsibility for planning, developing, implementing, and evaluating programs and services to meet the needs of students who have special problems of adjustment to the school, in conjunction with the Cluster Chairperson and Department Chairperson.

3. Provides group counseling programs for students who are socially dysfunctional, have excessive fears and anxieties, chemical abuse problems, or other serious developmental problems.

4. Meets with parents of troubled students when, in his/her professional judgment, such a meeting would be beneficial to the student.

5. Maintains case records including service plans on all referred students.

6. Conducts individual, group, or facilitative counseling for at risk students whose diagnosed problems would benefit from behavior modification.

7. Provides counseling that will lead each student to increased personal growth, self-understanding, and maturity.

8. Works with students on an individual or group basis in the solution of personal problems related to such crises as child abuse and home and family emergencies.

9. Provides support to staff, teachers, and administrators.

10. Proactive in working with students to avoid crisis situations.

11. Consults with Pupil Services, faculty and community agency representatives to facilitate two-way communication toward the goal of understanding and teamwork.

12. Attends staffing meetings.

13. Processes applications for Domestic Service Work Permits.

14. Acts as a liaison between Children and Youth Services (CYS) and the school.

15. Performs additional pupil services responsibilities as assigned.

TITLE: **Career Program Counselor**

JOB GOAL: To evaluate student skill, performance, and attitudes in the development of their school program, and assist students in making occupational choices, post-secondary educational choices, and career evaluations.

CERTIFICATION/QUALIFICATIONS: **(on file in Division of Personnel)**

PERFORMANCE RESPONSIBILITIES:

1. Maintains and disseminates information regarding vocational education and career opportunities.
2. Provides vocational guidance and information for students seeking a future other than college.
3. Provides information to incoming high school students concerning vocational offerings.
4. Monitors and documents changing job-entry requirements and changing technologies in business and industry.
5. Informs local business and industry of vocational education programs in the schools, and seeks information regarding their job requirements.
6. Meets with representatives of various occupations and organizations to discuss their programs and requirements and arrange meetings with students.
7. Cooperates with business and industry on job references of former students.
8. Arranges for business and industrial representatives to interview graduates as prospective employees as part of a district-wide program.
9. Maintains a file of catalogs, school profiles, and scholarship aid information related to schools, colleges, and institutions offering post-secondary vocational training and education.
10. Selects, administers, and interprets appropriate tests to assist students in making career choices.
11. Assists in providing a placement program for students completing vocational programs.
12. Assists students wishing to make application to post-secondary vocational schools.
13. Publicizes information from the community regarding jobs available to all students.
14. Plans guidance field trips to schools, colleges, and industry for interested students.
15. Coordinates career programs and career inservice.
16. Conducts exit interviews and makes arrangements for dropout students to get back into some kind of meaningful learning situations, such as continuation classes, vocational preparation, work experience, or other worthwhile programs that have meaning for them.
17. Processes applications for General Employment Certificates and Vacation Employment Certificates.
18. Performs additional pupil services responsibilities as assigned.

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TITLE: **Attendance Assistant**

JOB GOAL: To assure that no student enrolled in the school gains less than full advantage from his educational opportunities as a result of attendance problems.

CERTIFICATION/QUALIFICATIONS: **(on file in Division of Personnel)**

PERFORMANCE RESPONSIBILITIES:

1. Reports to the Division and/or Cluster Chairperson all school-age children who are unable to participate in the regular school program because of mental, physical, or emotional handicaps so that they are properly exempted and participate in educational programs appropriate to their needs.

2. Works closely with teachers, Pupil Services staff, and principals regarding students who are absent or tardy too frequently and who have not responded to the corrective efforts made by the building principal.

3. Reviews monthly attendance reports from the school.

4. Reviews enrollment, attendance, and transfer records in the school as may be necessary to assure compliance with applicable laws and sound principles of accounting for student personnel.

5. Checks the student personnel file before any investigation or action, and confers with other members of the Pupil Services team who may be involved.

6. Participates in individual or group counseling sessions whenever requested by a member of the administration or the Pupil Services team.

7. Participates in staffing conferences.

8. Refers any student who appears to have exceptional problems which interfere with school attendance or adjustment to the Pupil Services team or Attendance Officer.

9. Counsels students in matters of attendance and tardiness and makes every effort to gain their cooperation.

10. Schedules and conducts legal notice conferences at the school.

11. Prepares all investigating data necessary for the completion of the citation process by the Attendance Officer.

12. Makes home visits, when in their judgment it is necessary to enforce school attendance.

13. Performs additional pupil services responsibilities as assigned.

TITLE: **Developmental Advisor**

JOB GOAL: To provide direct counseling services to students, either individually or in groups. Additionally serve to coordinate on an individual basis the combined resources of the school district with those selected from appropriate community agencies in assisting students to meet problems which threaten effective school performances.
To serve to coordinate the efforts of students, parents, faculty and school administration to facilitate the student's effective school adjustment and proper utilization of services.

CERTIFICATION/QUALIFICATIONS: **(on file in Division of Personnel)**

PERFORMANCE RESPONSIBILITIES:

1. Provides support to staff, teachers, and administrators by working with children experiencing school adjustment problems and attendance problems.

2. Intervenes in a preventive way to remedy potential problems involving the students before they manifest themselves overtly.

3. Works with students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.

4. Works with students on an individual basis or group basis in the solution of personal problems related to such problems as: family relations, health and emotional adjustment, and attendance.

5. Participates in developing, implementing, and evaluating programs and services to meet the needs of students who have special problems of adjustment to the school, in conjunction with the Pupil Services Team Chairperson/Cluster Chairpersons.

6. Meets with troubled students at school or in their home when, in his/her professional judgment, such a meeting would be beneficial to the student.

7. Maintains case records and service plans on all referred students.

8. Assists in resolving conflicts efficiently, effectively, and as justly as possible.

9. Follows up on referrals from various feeder schools. (middle and secondary)

10. Works with the school Pupil Services staff, state employment service, and community agencies for the purpose of helping to reorient and remotivate high school youngsters who can be "salvaged." (secondary)

11. Attends staffing meetings.

12. Consults with Pupil Services, faculty and community agency representatives to facilitate two-way communication toward the goal of understanding and teamwork.

13. Prepares social histories as part of DEC referral process.

14. Works with students and parents or other interested members of the public to address their concerns or problems.

15. Represents the district at agency staffings and court proceedings when needed.

16. Performs additional pupil services responsibilities as assigned.

APPENDIX C

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
I. Gain Motivation and Support				
A. Identify current trends and issues that are affecting the Career Guidance Program	A. This task was completed during the workshop in Harrisburg in February 1988	A. Develop a survey for assessing various school and related populations' knowledge of the issues and trends affecting Brashear High School. (See Pages 16 & 17 of National Guidelines)	A. Evaluation Subcommittee	A. February 1988
		B. Develop an information brief to communicate the the benefits of the program review. (See Pages 19 & 20 of National Guidelines)	B. Public Relations Subcommittee	B. February 1988
B. Gain Support and Commitments	B. Completed	B. Prepare for inclusion in reports	B. Documentation Subcommittee	B. January 1988
1. Board of Education and central administration staff	1. Presentations have been made to Board of Education and central administrators. (See Pupil Services Task Force Final Report of April 26, 1986. See also endorsement letters and signed contract dated 1/27/88)	1. Prepare for Documentation Subcommittee	1. Documentation Subcommittee	1. January 1988
2. Principal and administrative staff of Brashear High School	2. Presentation made to administrative staff of Brashear High School by Dr. John Meerbach and Dr. Jack L. Palmer in November 1987. (See also endorsement letter dated 10/14/88)	2. Prepare for Documentation Subcommittee	2. Documentation Subcommittee	2. November 1987

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
2.				
I. Gain Motivation & Support cont.				
3. School guidance staff and other members of steering committee	3. Presentation made to guidance staff and steering committee in February 1988	3. Prepare for Documentation Subcommittee	3. Documentation Subcommittee	3. February 1988
4. Faculty and other support staff	4. Presentation has not been made to entire support staff and faculty. (See Page 22 of National Guidelines)	4. Prepare for presentation to entire support staff and faculty before last day of current school year	4. Mr. Nicklos Mr. Weaver Dr. Palmer	4. March 1988
C. Establish an Advisory Committee				
1. Their charge: a. Recommend and Review b. Develop Support for Process c. Provide Linkages	1. Informal meetings have been held with certain members of the Advisory Council	1. Develop plan and agenda for first full formal meeting, reorient members, assign recorder, and set schedule of meetings. (See Page 25 of National Guidelines)	1. Mr. Nicklos Mr. Weaver Dr. Palmer	1. February 1988
2. Advisory Council Representatives a. Administration	2. Advisory Council Membership a. Dr. Jack L. Palmer Director, Pupil Serv. Mr. Robert Nicklos Principal, Brashear High School Dr. Fred Monaco Director, OVT Prog.	2. Completed	2. Mr. Nicklos Mr. Weaver Dr. Palmer Ms. Romano Mrs. Burley	2. February 1988

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APPENDIX C

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
3.				
I. Gain Motivation & Support cont.				
b. Guidance	b. Mr. Walter Weaver Chairperson and Career Development Counselor Mrs. Anita Burley Academic Counselor Ms. Teresa Romano Interven. Specialist Mr. Richard Fallon Academic Counselor	Completed		
c. Teachers	c. Mr. Robert Conrad Computers Mr. Chapman Bolden Dept. Chairman Social Studies Mr. David Burrows Dept. Chairman Science Ms. Joan Scully Dept. Chairman English Mrs. Roni Topp Dept. Chairman Mathematics Mr. Steve Peckyno Dept. Chairman OVT			
d. Parents	d. Mrs. Bonnie Donald President, Brashear High School Parent Teacher Assoc.			
e. PFT	e. Paul Francis Staff Representative			
f. Board Member	f. Jean Fink			

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PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
4.				
I. Gain Motivation & Support cont.				
g. Students	g. Michael Warren Senior Class Debra Nicklas Senior Class Pamela Berner Junior Class	g. Appoint additional members	g. Mr. Nicklos Mr. Weaver	
h. Private Sector	h. Mrs. Marjorie Moreland Partners in Education Westinghouse Corp.			
i. Counselors from other levels	i. Mr. Norman Wukitch Counselor and Cluster Chairman, Prospect j. Mr. Brent Johnson Federal Programs			

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
5.				
II. Utilize a Steering Committee				
A. Provide direction and oversight for the Career Guidance Program review and improvement process	A. Steering Committee has been seated and charged	A. Ongoing review of the tasks	A. Project Director	A. Ongoing
B. Steering Committee Membership (See Page 27 & 28 National Guidelines)	B. Mr. Robert Nicklos, Brashear High School Mr. Walter Weaver, Pupil Services Dept. Chairman Dr. Jack Palmer Project Director Ms. Teresa Romano, Counselor Mrs. Anita Burley, Counselor Mr. Richard Fallon, Counse. Dr. Chapman Bolden, Dept. Chairman, Social Studies Mrs. Roni Topp, Dept. Chairman, Mathematics Mrs. Joan Scully, Dept. Chairman, English Mr. David Burrows, Dept. Chairman, Science Mr. Steve Peckyno, Dept. Chairman, OVT Mr. Brent Johnson Federal Programs	B. Steering Committee Membership Completed Dr. Palmer	B. Mr. Nicklos Mr. Weaver Mrs. Burley	B. March 1988
C. Establish Subcommittees	C. Curriculum - Mr. Weaver and Dept. Chairmen Evaluation - Mr. Conrad Inservice - Mr. Nicklos Public Relations - Ms. Romano Documentation- Dr. Palmer	C. Orient to specific tasks -Expand subcommittees -Complete tasks -Submit reports	C. Subcommittee Chairmen	C. May 1988

APPENDIX C

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
6.				
II. Utilize a Steering Committee cont.				
D. Conduct Team Building (See Pages 29 & 30 National Guidelines)	D. One session conducted	D. Needs more activity in this area	D. Mr. Nicklos Mr. Weaver	D. June 1988
1. Get Acquainted	1. All members know each other	1. See activity on P. 31 National Guidelines)		
2. Close expectation gaps	2. Expectations not clear to membership	2. Need to revisit goals and objectives	2. Mr. Nicklos Mr. Weaver Dr. Palmer	2. June 1988
3. Identify member roles and functions	3. This has been done	3. Need to revisit	3. Mr. Nicklos Mr. Weaver	3. March 1988
4. Establish feedback process	4. Completed	4. Completed	4. Mr. Nicklos	4. March 1988
5. Develop an awareness of group process	5. This has only partially been done	5. Need to identify a process recorder	5. Mr. Nicklos	5. June 1988
6. Develop the concept of collaboration and consensus (synergy)	6. This needs to be developed	6. Conduct leadership session for Mr. Weaver and team members	6. Mr. Weaver	6. June 1988

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
7.				
III. Develop Local Career Development Competency Standards				
A. Conduct a needs assessment Using National Guidelines (See Page 37 National Guidelines, Items 4-8)	A. Completed	A. Completed	A. Evaluation Subcommittee	A. May 1988
1. Review National Guidelines competencies and indicators and identify target groups to be surveyed	1. Completed. Teachers, students, administrators, and support staff will be surveyed		1. Evaluation Subcommittee	1. May, 1988
2. Develop the instrument determine survey methodology (See Pages 46-47 National Guidelines)	2. Completed	2. Completed	2. Mr. Weaver Mr. Conrad	
3. Steering Committee to review responses and evaluate any new indicators	3. Completed	3. Completed	3. Mr. Weaver Mr. Conrad	
4. Determine procedures for analyzing and interpreting needs assessment results	4. Completed	4. Completed	4. Dr. Denton	
5. Prepare a list of competencies and indicators with their mean ratings	5. Completed	5. Completed	5. Mr. Conrad Mr. Weaver	

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PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
8.				
III. Develop Local Career Development Competency Standards cont.				
H. Use Needs Assessment data to develop Local Career Development Standards (See Page 49 of National Guidelines)				
1. Develop Local Standards Document	1. Has not been done	1. Translate needs assessment data into a local standards document. Key elements: a. Career development competencies and indicators identified through the needs assessment b. School's written definition and philosophy Career Guidance Program	1. Steering Committee	1. June 1988
2. Advisory Committee Review Review (See Page 50 of National Guidelines)	2. Has not been done	2. Develop critique sheet -Mail document to advisory Committee for review and and recommendations -Once document finalized, a letter of endorsement from the chairman of Advisory Committee should be appended to the document for forwarding to the administration	2. Advisory committee	2. June 1988
3. Obtain administrative Endorsement	3. Has not been done	3. Submit final standards document to administration for endorsement. Prepare summary of the survey data in order to support identified standards and competency statements	3. Advisory committee	3. June 1988

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
9.				
IV. Assess Level of Student Achievement Against Local Standards				
A. Choose method/s of assessing student achievement on Career development competencies (See Pages 53 & 54 National Guidelines)	A. Has not been done	A. Evaluation Subcommittee to select one or more of the following: 1. Standardizded career development instruments 2. State assessment programs 3. Individual career plans 4. Locally developed career assessment measures 5. Follow-up studies 6. Surveys of perceived achievement of competencies	A. Evaluation Committee	A. June 1988
B. Assess the perceived level students on local career development competencies	B. Has not been done	B. Collect information from various groups about the extent to which they think students are achieving career development competencies 1. Develop a "Survey of Perceived Achievement Level of our Students" (See Pages 58 & 59 National Guidelines)	B. Evaluation Committee	B. September 1988

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
10.				
IV. Assess Level of Student Achievement Against Local Standards cont.				
B. Continued	B. Continued	2. Distribute survey to the following people: a. Advisory Committee Members b. Steering Committee Members c. All counselors in building d. Building administrators e. At least 50% of other building level staff 3. Talley the results as follows (see Page 55, National Guidelines) 4. Record the average scores for each of the 12 competencies on the "Perceived Student Achievement Profile Sheet (See Page 60 National Guidelines) 5. Steering Committee review average competency scores for low-rated competency scores and indicator scores for the low-rated competencies. Arrive at concensus in the five student competencies most needing improvement. List these on the "Profile Sheet" (See Page 60 National Guidelines)		

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
11.				
V. Review Current Career Program and Set Program Improvement Goals (See Page 63 National Guidelines)				
A. Conduct an initial program review	A. Completed	A. Completed	A. Evaluation Subcommittee	A. May 1988
VI. Self-Assessment of Counselor Competencies and Design Professional Development Plans				
A. Develop counselor professional development plans	A. Partially complete self-assessment Survey has been administered, data collected and analyzed		Evaluation Subcommittee	May 1988
		B. Design counselor professional development plans (See Page 97 National Guidelines)	B. Inservice Subcommittee	B. June 1988
		C. Provide resources to support plans	C. Steering Committee and Director of Pupil Services	C. Ongoing

PLANNING GUIDE FOR PROGRAM REVIEW AND IMPLEMENTATION PROCESS

Project Objectives and Tasks	Current Status	Remains To Be Done	By Whom	Time Line
12.				
VII. Establish a Program Evaluation System and Periodic Review Schedule (See Pages 99-104 National Guidelines)				
A. Develop a plan for evaluating student achievement on local competencies and indicators	A. Incomplete. Instruction will not begin until September	A. Completed		A. May 1988
	B. Complete	B. Complete		B. May 1988
	C. Incomplete	C. Identify and review evaluation measures such as EQA, standardized instruments, etc.	C. Evaluation Subcommittee	C. June 1988
	D. Not completed	D. Develop performance objectives and identify or develop measures for each of the indicators local career development competencies (See form on Pages 106 & 107 National Guidelines)	D. Evaluation Subcommittee	D. June 1988
	E. Not complete	E. Pilot test the measure with a a small group of students	E. Evaluation Subcommittee	E. September 1988
	F. Not complete	F. Finalize the measures (See Page 105 National Guidelines)	F. Evaluation	F. September 1988

APPENDIX D

National Guidelines for Career Guidance
In-service Workshop
Pennsylvania Department of Education
Harrisburg, PA

February 3, 4, 5, 1988

WEDNESDAY - February 3 (Honors Suite)

8:30 a.m. - 9:00 a.m.	Coffee and Rolls
9:00 a.m. - 9:30 a.m.	Welcome Mr. Donald Spangler Executive Assistant to the Secretary of Education
9:30 a.m. - 10:30 a.m.	Workshop Orientation and Warm-up
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - Noon	Introduction to the National Guidelines
Noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Introduction (Concluded)
2:00 p.m. - 4:30 p.m.	Gain Motivation and Support

THURSDAY - February 4 (Learning Center A)

8:00 a.m. - 8:30 a.m.	Coffee and Rolls
8:30 a.m. - 10:30 a.m.	Steering Committee: Organization and Role
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 11:45 a.m.	Local Competencies
11:45 a.m. - 12:45 p.m.	Lunch
12:45 p.m. - 1:15 p.m.	Review and Improve Programs
1:15 p.m. - 2:30 p.m.	Panel: Identifying Program Information Resources Mr. Fritz Fichtner, Executive Director Pennsylvania Occupational Information Coordinating Committee Mr. William Wentz, Head Labor Market Occupational Analysis Section Pennsylvania Department of Labor and Industry

Dr. Michael Ciavarella, Professor
Counselor Education
Shippensburg University of Pennsylvania

Ms. Evelyn Werner, Coordinator
Pennsylvania Department of Education
Resource Center

Dr. John Meerbach, Chief
Division of Student Services
Pennsylvania Department of Education

2:30 p.m. - 2:45 p.m.	Break
2:45 p.m. - 4:15 p.m.	Program Evaluation System

FRIDAY - February 5 (First Floor Meeting Area)

7:45 a.m. - 8:00 a.m.	Coffee and Rolls
8:00 a.m. - Noon	Developing A Team Management Plan
Noon - 1:00 p.m.	Wrap-up and Evaluation

APPENDIX E

BRASHEAR HIGH SCHOOL

Career Guidance Improvement Survey

Brashear High School has been selected by the Pennsylvania Department of Education and the National Occupational Information Coordinating Committee (NOICC) to produce a demonstration model of a career development and guidance program derived from the National Career Development Guidelines established by NOICC. In its national guidelines, NOICC outlines twelve competencies or measurable outcomes of a comprehensive career guidance program. The development of all twelve competencies in a student population is the goal of a kindergarten through post-secondary career guidance program envisioned by NOICC. Brashear's part in this program is to begin to apply the national guidelines at the high school level. Initially, we must determine which of the twelve competencies are appropriate for development at our level. We must limit the scope of our project in order to ensure success and thus provide the foundation from which a comprehensive career guidance program can evolve. The purpose of the attached survey is to establish a consensus regarding which competencies should be emphasized at Brashear. Please take a few moments of your time to give the Brashear NOICC Demonstration Model Steering Committee the basis for deciding which competencies are most important at Brashear.

The twelve competencies are categorized into three general categories: A) Self Knowledge, B) Educational/Vocational Development, C) Career Planning and Exploration. In completing the survey response sheet, you are asked to numerically rank the competencies within each category. A synopsis of specific indicators for each category is provided. Your input is vital. Please familiarize yourself with the entire survey before completing the response sheet. If you have any questions or need for clarification, consult a member of the Brashear Pupil Services Team. Thank you for your valued contribution.

Career Guidance Improvement Survey Response Sheet

CAREER DEVELOPMENT COMPETENCIES FOR HIGH SCHOOL STUDENTS

Category A: Please numerically rank the items 1 thru 3 in order of needed development at Brashear.

SELF KNOWLEDGE	RANK	The student will demonstrate —	
	_____	COMPETENCY I:	Understanding of the influence of a positive self concept on career development. (11)
	_____	COMPETENCY II:	Interpersonal and social skills required for positive interaction with others. (12)
	_____	COMPETENCY III:	Understanding of the interrelatedness of emotional and physical development and career decision making. (13)

• • • •

COMPETENCIES AND INDICATORS

COMPETENCY I: Understanding of the influence of a positive self concept on career development.

The student will --

1. Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him/herself.
2. Receive feedback from peers regarding his/her personal characteristics and grow in achieving a realistic perception of self.
3. Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.
4. Demonstrate ability to accept self as a total person with unique and worthy traits, characteristics and potential.
5. Demonstrate an understanding of environmental influences on one's behavior.
6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

COMPETENCY II: Interpersonal and social skills required for positive interaction with others.

The student will --

1. Develop interpersonal skills necessary for harmony in relationships with others.
2. Demonstrate social skills, self-control, and respect for others.
3. Evaluate interpersonal behaviors and modify, when appropriate, based on feedback from others.
4. Demonstrate interpersonal skills required for working with and for others in a work setting.
5. Describe appropriate employer and employee interactions in varying situations.
6. Demonstrate skills in expressing feelings, reactions and ideas in an appropriate way.

COMPETENCY III: Understanding of the interrelatedness of emotional and physical development and career decision making.

The student will --

1. Describe how developmental changes in the life cycle affect physical and mental health.
2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.
3. Demonstrate control of emotions, stress, self and ways in which they are expressed.
4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.
5. Implement appropriate coping skills when dealing with conflicts and stress.
6. Exhibit behaviors that are important in maintaining good physical and mental health.

COMPETENCY IV: Understanding of the relationship between educational achievement and career planning, training and placement.

The student will --

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.
2. Relate achievement of academic and vocational skills to personal interests.
3. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.
4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.
5. Understand how education relates to the selection of college majors, participating in further training and/or entering the job market.
6. Recognize and acquire transferable skills that can apply to a variety of careers and changing requirements for careers.
7. Relate essential learning skills to career skills required in the work environment.
8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

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COMPETENCY V: Positive attitudes toward work and learning.

The student will --

1. Identify the positive contributions careers make to society.
2. Demonstrate knowledge of and an appreciation for the variety of careers and their significance.
3. Demonstrate a positive attitude toward work as an integral part of one's life.
4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.
5. Demonstrate responsibility for work attitudes and habits in education and work situations.
6. Demonstrate positive work ethics and attitudes.

COMPETENCY VI: Skills for locating, evaluating and interpreting information about career opportunities.

The student will --

1. Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.
2. Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.
3. Design a career resource identification plan which reflects the ability to locate, evaluate, and interpret information about career opportunities.
4. Discuss the concept of career ladders as related to different levels of work in a career area.
5. Describe a number of jobs in a given occupational classification or cluster.
6. Use various classification systems that categorize occupations and industries.
7. Identify individuals working in a selected career area who might be information resources, role models or mentors.

COMPETENCY VII: Skills for preparing, locating, obtaining, and maintaining a job.

The student will --

1. Demonstrate the ability to locate, use and interpret information about job openings and opportunities.
2. Demonstrate educational and vocational skills required for a full or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Prepare a resume and complete a job application.
5. Identify employers for specific careers and job openings.
6. Demonstrate employability skills necessary for entry into and retention in a career.
7. Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.
8. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to individual career goals.
9. Demonstrate an understanding that job opportunities often require relocation to another city or state.
10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

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COMPETENCY VIII: Understanding of how societal needs and functions influence the nature and structure of work.

The student will --

1. Describe the importance of careers as they affect values and life styles.
2. Describe how society's needs and functions influence the supply and demand of goods and services and the resulting impact on careers.
3. Differentiate among career opportunities on the basis of their contributions to the needs of society.
4. Describe employment trends as they relate to training programs and employment in the state and local community.
5. List the community's major employers; the goods or services they produce and their overall impact on members of the community.
6. Demonstrate an understanding of the global economy and how it affects each individual.

COMPETENCY IX: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will --

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.
2. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.
3. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.
4. Take required steps to transition from high school and enter postsecondary education/training programs or the world of work.
5. Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.
6. Demonstrate the effective use of time, effort and resources in making decisions.
7. Identify alternate courses of action in a given decision-making situation.
8. Project and describe factors which may influence educational and career decisions.
9. Relate the choice of high school and postsecondary courses to a career and educational plan.
10. Predict the effect one's career decisions may have on significant others.

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COMPETENCY X: Understanding of the interrelationship of life roles with careers.

The student will --

1. Acquire a basic knowledge of life cycles and corresponding life styles.
2. Describe factors that determine life style such as culture, values, career choice and work habits.
3. Describe ways in which one's career choice may affect future life style.
4. Explain the contribution of a career to a balanced and productive life.
5. Describe ways in which roles in work, family and leisure are interrelated.
6. Examine different career patterns and their potential effect on family patterns and life styles.
7. Describe the importance of leisure-time activities in making daily life and careers more satisfying.
8. Demonstrate ways that career skills and knowledge can be acquired through leisure-time activities.

COMPETENCY XI: Understanding of the continuous changes of male/female roles and how this relates to career decisions.

The student will --

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.
2. Identify evidence of sex stereotyping and sex bias in education programs and the world of work.
3. Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.
4. Take courses appropriate to career choice, even if they are most often taken by members of the opposite sex.
5. Describe problems, adjustments and advantages of entering a nontraditional occupation.

COMPETENCY XII: Skills in career exploration and planning.

The student will --

1. Develop career plans that include the concept that a changing world demands lifelong learning.
2. Acquire knowledge of postsecondary vocational and academic programs.
3. Validate or revise career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.
4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.
5. Use school and community resources to explore education and career choices.
6. Describe the costs and benefits of self employment.
7. Acquire job-related skills through volunteer experiences, part-time employment and cooperative education programs.
8. Develop skills necessary to compare education and job opportunities in terms of occupational, training and continuing education benefits.

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APPENDIX F

SELF-ASSESSMENT OF COUNSELOR PROFESSIONAL DEVELOPMENT NEEDS

Counselors need a variety of skills and competencies to implement a competency-based career guidance program. As you implement and expand your career guidance program, you will have a number of professional development needs. This self-assessment will help you identify your current professional development needs and develop an individual professional development plan to increase your expertise related to career guidance.

Read each of the following statements and circle the number that best describes your professional development need:

4 = very high need
3 = high need
2 = moderate need
1 = low need

When you have rated all of the statements, review the statements that you rated 4 (very high need) and select the two that represent your most important professional development needs. List them in the space marked "Most Important Professional Development Needs" at the end of this survey.

Guidance and Counseling

1. Knowledge of general counseling theories and techniques.

   4 3 2 1

2. Knowledge of decision-making models.

   4 3 2 1

3. Skills in building a productive relationship between the counselor and the students.

   4 3 2 1

4. Ability to use individual and group counseling techniques in effectively assisting individuals with career decisions and career development concerns.

   4 3 2 1

5. Skills in conducting group activities to respond to students' dentified interests and needs.

   4 3 2 1

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6. Ability to plan and use structured activities to increase students' career development knowledge and skills.

   4 3 2 1

7. Ability to help the student recognize relationships between self-understanding and effective career decisions.

   4 3 2 1

8. Ability to assist the student in identifying personal factors related to career decision making including effort, personality, values, interests, aptitudes and motives.

   4 3 2 1

9. Skills in recognizing and modifying stereotypes held by students related to career decisions.

   4 3 2 1

10. Knowledge of role relationships and the utilization of counseling skills to facilitate personal, family and career development.

    4 3 2 1

11. Ability to assist the student in identifying contextual factors in career decision making including family, friends, educational opportunities and finances.

    4 3 2 1

12. Knowledge of different cultures of students and the ability to interact effectively with all populations.

    4 3 2 1

13. Ability to understand and help clarify the student's decision-making processes.

    4 3 2 1

14. Ability to assist students in understanding the relationship of interpersonal skills and success in school and the workplace.

    4 3 2 1

15. Knowledge of employment information and career planning materials for student use.

4 3 2 1

16. Ability to identify role models for students in occupations and careers they wish to explore.

4 3 2 1

17. Ability to assist students in the selection of courses that would be required and/or beneficial for their career choices.

4 3 2 1

18. Ability to help students set goals and identify strategies for reaching goals.

4 3 2 1

Information

19. Knowledge of education, training, employment trends, labor market and career resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields.

4 3 2 1

20. Knowledge of basic concepts related to vocational-career counseling including career development, career paths, and career patterns.

4 3 2 1

21. Knowledge of career development and decision-making theories.

4 3 2 1

22. Knowledge of the changing roles of women and men and the linkage of work, family and leisure.

4 3 2 1

23. Knowledge of resources and techniques designed for use with special groups.

4 3 2 1

24. Knowledge of and the ability to use computer-based career information delivery systems to store, retrieve and disseminate career and occupational information.

4 3 2 1

25. Knowledge of educational trends and state and federal legislation that may influence the development and implementation of career guidance programs.

4 3 2 1

26. Knowledge of employment information and career preparation and planning materials for student use.

4 3 2 1

27. Knowledge of labor laws, credentialing, certification and other employment related requirements.

4 3 2 1

28. Knowledge of basic concepts related to the use of labor market information in career counseling, classifying occupations according to various classification systems, and classifying industries as providers of goods or services.

4 3 2 1

Individual and Group Assessment

29. Knowledge of assessment techniques and measures of aptitudes, achievement, interest, and values.

4 3 2 1

30. Ability to identify assessment resources appropriate for specific situations and populations.

4 3 2 1

31. Ability to evaluate assessment resources and techniques in terms of their validity, reliability and relationships to race, sex, age and ethnicity.

4 3 2 1

32. Ability to demonstrate the proper administration of assessment techniques.

4 3 2 1

33. Ability to interpret assessment data to students, parents, school administrators and other appropriate individuals or groups of people.

4 3 2 1

Management and Administration

34. Knowledge of program designs that can be used in the organization of career guidance programs.

4 3 2 1

35. Knowledge of needs assessment techniques and practices.

4 3 2 1

36. Ability to assess the effectiveness of current career guidance program and practices in meeting prioritized goals.

4 3 2 1

37. Ability to develop a comprehensive career guidance program plan.

4 3 2 1

38. Knowledge of management concepts and leadership styles used in relation to career guidance programs.

4 3 2 1

39. Ability to adjust management and administration methods to reflect identified career guidance program problems and specified situational needs.

4 3 2 1

40. Ability to identify/develop and use recordkeeping methods to account for the delivery of required career guidance experiences and for the extent to which each student received the required experiences (including those delivered by teachers, parents, and community-based personnel).

4 3 2 1

41. Ability to prepare proposals, budgets and timelines for career development programs.

4 3 2 1

42. Ability to identify staff competencies needed to remain current with career guidance practices and resources.

4 3 2 1

43. Ability to design, conduct, analyze and report an assessment of student outcomes that can be attributed to a comprehensive career guidance program.

4 3 2 1

Implementation

44. Knowledge of program adoption and planned change strategies.

4 3 2 1

45. Knowledge of personal and environmental barriers affecting the implementation of career guidance programs.

4 3 2 1

46. Ability to implement individual and group programs, appropriate for high school students, in a variety of career development areas including assessment, decision making, career information and general career counseling.

4 3 2 1

47. Ability to implement a public relations effort on behalf of career guidance activities, services and outcomes.

4 3 2 1

48. Ability to plan, organize and manage a comprehensive career resource center.

4 3 2 1

49. Ability to establish linkages with community-based organizations that provide placement services.

4 3 2 1

50. Knowledge of local and state employers as referral sources for employment opportunities.

4 3 2 1

Consultation

51. Ability to assist teachers and staff in understanding assessment instruments and their value to students.

4 3 2 1

52 Ability to assist teachers and staff in developing an articulated high school career development curriculum.

4 3 2 1

53. Ability to assist teachers and staff in developing curriculum that addresses all areas of career development.

4 3 2 1

54. Ability to assist teachers and staff in teaching a guidance curriculum learning activity or unit in the classroom.

4 3 2 1

55. Ability to assist teachers and staff in working with business/industry personnel to provide instruction on employment expectations, changes in the workplace and job requirements.

4 3 2 1

56. Ability to assist teachers and staff in working with students to explore various employment and career opportunities.

4 3 2 1

57. Ability to provide programs that encourage the elimination of bias and stereotyping with regard to gender, race and handicapping conditions.

4 3 2 1

58. Ability to assist parents in understanding students' interests, aptitudes and achievements.

4 3 2 1

59. Ability to assist parents in understanding the components of the career decision-making process.

4 3 2 1

60. Ability to assist parents in helping students explore educational and career options/alternatives.

4 3 2 1

61. Ability to assist parents in becoming aware of a variety of career development and educational opportunities available to students after completion of high school.

4 3 2 1

62. Ability to assist parents in working with students to develop individual career development and educational plans for implementation during and after high school.

4 3 2 1

63. Ability to assist parents in working with students in coping with family issues and decisions.

4 3 2 1

64. Ability to convey program goals and achievements to business and professional groups, employers, community groups, the general public and key personnel in positions of authority: legislators, executives and others.

4 3 2 1

65. Ability to provide data on the cost-effectiveness of career guidance programs.

4 3 2 1

Special Populations

66. Sensitivity toward the unique developmental issues and needs of minorities and/or student with special needs.

4 3 2 1

67. Sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.

4 3 2 1

68. Knowledge of realistic career expectations for individuals with special needs.

4 3 2 1

69. Ability to identify community resources and establish linkages to assist students with special needs.

4 3 2 1

70. Ability to listen to, establish rapport with and find appropriate methods or resources to communicate with limited-English proficient or impaired students.

4 3 2 1

Most Important Professional Development Needs. Review all of the statements that you have rated 4 (Very Important) and select your five most important needs.

Number	Statement
1.	
2.	
3.	
4.	
5.	

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COUNSELOR PROFESSIONAL DEVELOPMENT PLAN

Counselor's Name:

Need	Activity	Date To Be Completed
1.		
2.		
3.		
4.		
5.		

APPENDIX G

AGENDA

CAREER GUIDANCE STANDARDS
ADVISORY COUNCIL
Pennsylvania Department of Education
Susquehanna Room
May 16, 1988

10:00 a.m. Welcome and Introductions

Dr. John Meerbach, Chief

Division of Student Services

10:15 a.m. Council Mission and Responsibilities

Dr. Edwin L. Herr

Professor and Head, Division of Counseling

and Educational Psychology and Career Studies

The Pennsylvania State University

Council Chairman

10:30 a.m. Review of Field Test Proposal

Dr. Meerbach

11:00 a.m. Waynesboro School District Update

Dr. Thomas Rocks, Director

Pupil Personnel Services

Pittsburgh City School District Update

Dr. Jack Palmer, Director

Pupil Personnel Services

Noon	Lunch
1:00 p.m.	Discussion of Student Outcomes and Implementation Plan - Council Recommendations for Project and State Action Dr. Edwin L. Herr
3:00 p.m.	Adjourn

B1540

APPENDIX H

INDIVIDUAL CAREER PLAN

SENIOR HIGH SCHOOL LEVEL

Name _____
Last First Middle

School _____

1. My interests are:

_____ _____
_____ _____
_____ _____

2. My abilities are:

_____ _____
_____ _____
_____ _____

3. My hobbies and recreational activities are:

_____ _____
_____ _____
_____ _____

4. The school subjects in which I do best are:

_____ _____
_____ _____
_____ _____

5. I have explored the following careers:

_____ _____
_____ _____
_____ _____

6. I have worked part time or hac some experience with the following jobs or work tasks:

_____ _____
_____ _____
_____ _____

Individual Student Achievement. The "Individual Career Plan" is an effective way of monitoring individual student achievement on career development competencies and indicators. A sample plan is found on page 111. This plan has been designed to provide the opportunity for the counselor to monitor evaluation results and record the date on which the student performed at achievement level on all measures for all indicators related to the competency. This form also provides information related to career plans and can be used to develop specific independent learning activities that will help students develop career development performance objectives that they have not yet achieved.

Group Achievement. The group summary results of the evaluation of student achievement can be used for career guidance program review. The Steering Committee should set a specific schedule for reviewing the group summary data on student achievement. For example, this might be done every one or two years. At the time of the review, the Steering Committee should review the group achievement data for each competency and identify competencies that are in greatest need of improvement. When these competencies have been determined, it is recommended that the Steering Committee use the program review and improvement activities described in Section VI to improve the career guidance program related to these competencies.

7. My tentative career goal(s) is(are) the following:

_____

_____

_____

8. To help me reach my career goals(s), I have fully achieved the following career development competencies and demonstrated performance on all identified indicators: (Write in month and year when fully achieved.)

COMPETENCY	DATE
Understanding of the influence of a positive self-concept on career development.	_____
Interpersonal and social skills required for positive interaction with others.	_____
Understanding of the interrelatedness of emotional and physical development and career decision making.	_____
Understanding of the relationship between educational achievement and career planning, training and placement.	_____
Positive attitudes toward work and learning.	_____
Skills for preparing, locating, obtaining, maintaining and advancing in a job.	_____
Understanding of how societal needs and functions influence the nature and structure of work.	_____
Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.	_____
Understanding the interrelationship of life roles with careers.	_____
Understanding of the continuous changes of male/female roles and how they relate to career decisions.	_____
Skills in career exploration and planning.	_____

9. I have chosen the following curriculum to study in high school. Courses are outlined on my high school studies plan which is part of my cumulative record.

(20) Credit Diploma _____
(22) Credit Diploma _____
Other _____

10. I plan to pursue further training beyond high school in the following programs, schools or colleges:

_____ _____
_____ _____
_____ _____

OR

I plan to obtain work in one of the following jobs (businesses, industries):

_____ _____
_____ _____
_____ _____

SIGNATURES: _____ (Student)

_____ (Parent)

_____ (Counselor)

Appendix I

PDE-3032

PDE USE ONLY
CONTRACT NUMBER:
COST CENTER:

COMMONWEALTH OF PENNSYLVANIA — DEPARTMENT OF EDUCATION

APPLICATION FOR VOCATIONAL EDUCATION PROGRAM FUNDS

INSTRUCTIONS: Refer to the Funding Guidelines for Additional Information

PROPOSAL TITLE	PERIOD DURING WHICH OBLIGATIONS MAY BE INCURRED
Career Guidance Standards Field Test	From Feb. 1, 1988 Through June 30, 1988
EDUCATIONAL AGENCY: Pittsburgh Public Schools	ADMINISTRATIVE UNIT NUMBER: 2
ADDRESS: 341 S. Bellefield Avenue, Pittsburgh, PA 15213	

LEA PROPOSAL CONTACT PERSON	COUNTY	CONTRACT NUMBER (If this is a continuation of a previously approved contract)	TELEPHONE NUMBER
Jack L. Palmer	Allegheny		(412) 622-3700

CHECK appropriate block for major category of funds requested. Also CIRCLE sub-category of funds, where applicable.

FEDERAL FUNDS

TITLE II-A

- ☐ Disadvantaged — Limited English Proficiency; Secondary; Adult; Postsecondary; Corrections Education
- ☐ Adult — Pool Training Programs; Equipment Purchase/Rental; Adult Young Farmer
- ☐ Handicapped — Secondary; Adult; Postsecondary
- ☐ Single Parent Homemaker — Adult • Guidance • Training/Related Services; Teen Parent • Guidance • Related Services; State Level
- ☐ Equity — Sex Equity Programs • Guidance • Regular; State Level
- ☐ Criminal Offenders
- ☐ Other

TITLE II-B

- ☐ Allocation for Secondary Inst. — Secondary • Regular • Guidance • Coop • Ind. Arts; Adult • Regular • Guidance • Coop
- ☐ Postsecondary — Pool Training Equipment Purchase/Rental
- ☐ Personnel Development — Regular; Disadvantaged; Handicapped; Centers
- ☒ Curriculum Development — Regular; Disadvantaged; Handicapped
- ☐ Research
- ☐ Exemplary
- ☐ Vocational Student Organization
- ☐ Training for Occupations with Promise (TOP)
- ☐ Other

TITLE III-A

- ☐ Community Based Org. (CBO's)

TITLE III-B

- ☐ Consumer/Homemaking — Secondary; Adult; State Level

APPROVED FUNDS	
(Detailed Budget Attached) REQUESTED TOTAL	$ 25,628.00
(PDE USE ONLY) APPROVED TOTAL	$

STATE FUNDS

- ☐ Health Occupations — LPN; Other
- ☐ Curriculum Development — Regular; Disadvantaged; Handicapped
- ☐ Personnel Development — Regular; Disadvantaged; Handicapped; Centers
- ☐ Sex Equity
- ☐ CJT
- ☐ Single Parent/Homemaker
- ☐ Other

VOCATIONAL EDUCATION FIELDS AND PROGRAM PARTICIPANTS OR BENEFICIARIES

VOCATIONAL EDUCATION FIELD	ESTIMATED PROGRAM PARTICIPANTS OR BENEFICIARIES							
	SECONDARY		POST SECONDARY Associate Degree Only		POST SECONDARY/ADULT Less Than Associate Degree		NON-PUBLIC ENROLLMENT	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Agriculture								
Marketing & Distribution								
Health Occupation								
Occupational Home Economics								
H.E. (Cons. & Homemaking)								
Industrial Arts								
Office Occupations (Business Education)								
Technical Education								
Trades & Industrial Occupations								
Other Vocational Instruc. or Services	475	450						
(Identify below)								

GOALS and SUBGOALS this application is addressing in accordance with Pennsylvania State Plan for Vocational Education are:

GOAL(S) — NO.(S) _____ SUBGOAL(S) — NO.(S) _____

LOCAL APPROVALS

SIGNATURE, PERSON RESPONSIBLE FOR CONTRACT PROPOSAL — DATE

Jack L. Palmer — 3/1/88

REVIEW

SIGNATURE, BVAE STAFF RESPONSIBLE FOR CONTRACT PROPOSAL — DATE

PDE 3032 Becomes a component of PDE 3501

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ITEMIZED BUDGET

Item	Description	Local	State	Federal	Total
Non-Instructional Salaries/Benefits	Counselor Inservice				
	2 counselors @ $225/day				
	x 4 days			1,800.00	
	*Benefits @ 18.245%			328.41	
	Counselor Project Duties (Beyond Contract)				
	1 counselor @ $30/hour				
	x 100 hours			3,000.00	
	Benefits @ 18.245%			547.35	
	Clerical Support				
	200 hours @ $10.75/hour			2,150.00	
	Benefits @ 18.245%			392.27	
				Subtotal	8,218.03
Equipment	Computer, Monitor, Printer			2,500.00	2,500.00
Other	Travel				
	Mileage - 3,000 miles @ 21¢			630.00	
	Inservice - 6 staff @ $225 x 4			5,400.00	
	Travel			2,568.00	
	Lodging $57/day x 6 x 4 =			1,368.00	
	Meals $50/day x 6 x 4 =			1,200.00	
	Materials				
	Classroom/Resource Room			3,383.97	
	Professional - Books, Pamphlets				
	Software, Information Resources				
	Postage/Telephone/Printing			560.00	
	Postage ($60.00)				
	Telephone ($250)				
	Printing ($250)				
				Subtotal	15,109.97
				Grand Total	25,828.00

*Retirement - 9.635%
Social Security - 7.510%
Workman's Comp. - .700%
Unemployment Comp. - .400%
Medical Insurance - 8.500%
Life Insurance - .800%

05/06/88 SCHOOL DISTRICT OF PITTSBURGH

FUND 095 1986 CAREER GUIDANCE FIELD TEST PROG

OPERATING PERIOD 02/01/88 TO 06/30/88
REVISION NO APPROVED 03/16/88

RESP	FUND	FUNCTION	OBJECT	DESCRIPTION		ORIGINAL POSITIONS	ORIGINAL BUDGET	REVISED POSITIONS	REVISED BUDGET
		2123	APPRAISAL SERVICES						
4400	095	2123	124	COMP-ADDITIONAL WORK		0.0	3,000.00	0.0	3,000.00
4400	095	2123	125	WKSP-COM WK-CUR-INSV		0.0	1,800.00	0.0	1,800.00
4400	095	2123	137	COMP-ADDITIONAL WORK		0.0	2,150.00	0.0	2,150.00
4400	095	2123	220	SOCIAL SECURITY CONT		0.0	522.00	0.0	522.00
4400	095	2123	230	RETIREMENT CONTR		0.0	670.00	0.0	670.00
4400	095	2123	250	UNEMPLOYMENT COMP		0.0	28.00	0.0	28.00
4400	095	2123	260	WORKMEN'S COMP		0.0	48.00	0.0	48.00
4400	095	2123	530	COMMUNICATIONS		0.0	310.00	0.0	310.00
4400	095	2123	550	PRINTING & BINDING		0.0	250.00	0.0	250.00
4400	095	2123	580	TRAVEL		0.0	11,166.00	0.0	11,166.00
4400	095	2123	610	GENERAL SUPPLIES		0.0	1,245.00	0.0	1,245.00
4400	095	2123	640	BOOKS & PERIODICALS		0.0	2,139.00	0.0	2,139.00
4400	095	2123	750	EQUIP-ORIGINAL & ADD		0.0	2,500.00	0.0	2,500.00
					FUNC TOTALS	0.0	25,828.00	0.0	25,828.00
					RESP TOTALS	0.0	25,828.00	0.0	25,828.00
					FUND TOTALS	0.0	25,828.00	0.0	25,828.00

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